National Congress Bulletin

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Dear P.T.A. President:

IF I WERE to count them on my fingers there would be, I am sure, ten topics on which I feel a great urgency to talk with you. Which shall be first? Membership, undoubtedly, since this is the month in which P.T.A.'s the country over are welcoming hundreds of thousands of newcomers to our ranks.

» I have never wanted to think about membership for the sake of numbers, and yet I have always believed that to express one's concern for children and youth by joining an organization devoted to their welfare is laudable and desirable. We want active and informed P.T.A. workers above all, but we shall never have enough of them if men and women do not first signify their good will by becoming members. Your membership enrollment program, I know, is now at its peak. I shall watch the results eagerly, knowing that with increased numbers of parents, teachers, and other responsible citizens we shall increase our power and strength.

» This is an autumn charged with citizenship. Sometimes, particularly in election year, there is misinformation about P.T.A. activities and politics. It is true that we do not use our official positions or our associations for partisan purposes related either to persons or to political parties. We do, however, encourage our members to take deep interest in, and responsibility for, the selection of national, state, and local leaders.

» This is a time for every one of us especially to remember that we are citizens free to think independently and to express our convictions and our choices through uncontrolled elections. May your P.T.A. help to stimulate a high voting record in your community.

IF YOU ARE planning a meeting to observe Child Guidance Week, November 27–December 4, please call your local radio and TV stations, and also your local newspapers, to give them the time and place of the meeting. Radio and TV station managers particularly want this information so that they may coordinate it with Child Guidance Week announcements.

» The National Congress is proud to be a sponsor of an exciting, unusual event to take place in the latter part of November—Child Guidance Week, November 27 to December 4. This pioneering observance (you have read about it in the September and October "National Parent-Teacher") will be successful only if every P.T.A., your P.T.A., participates fully in making it effective. A leaflet containing program suggestions will reach you shortly.

» I wrote about the Week earlier in the year, and I hope you have already planned to center your November meeting upon some phase of child guidance. If not, there is still time to emphasize it now. You wouldn't want someone to call you up and say, "What will your P.T.A. be doing about child guidance in November?" and have to reply "Nothing"! In that month nation-wide radio and TV programs will urge people to attend P.T.A. meetings. Thousands upon thousands of dollars' worth of free television and radio time will go into the wonderful, perplexing question of how do we guide children in this day, in this age, in this country to safeguard their social and emotional health. I believe with all my heart that the P.T.A. can provide logical and effective answers.

» The National Congress of Parents and Teachers devotes much time and energy—yes, and money from your membership dues and Founders Day gifts—to workshops, training courses, and conferences designed to help local associations develop leadership and understand the purposes for which they were formed. Participation in such meetings, by whatever name they are designated, is extremely useful and desirable. Not only will those who attend grow in understanding and skill, but surely they will bring back to their P.T.A.'s more accurate concepts of their National Congress and more knowledge of possibilities for vital activity. Don't forget, too, that state and national conventions add greatly to one's perception of the magnitude of the P.T.A.

» May your P.T.A. membership grow in numbers, be responsible citizens, join in a nation-wide observance of Child Guidance Week with thankfulness for the opportunity, and become better trained leaders. I have touched upon only four of the ten topics that I wanted to think about with you. But it's a beginning, anyway, and there will be more to come.

Sincerely yours,

Mrs. James C. Parker

MRS. JAMES C. PARKER, President
National Congress of Parents and Teachers

63 YEARS OF GOOD DEEDS

THE P.T.A. idea began because of a great need and a great caring. In the latter decades of the nineteenth century more and more families were becoming a part of city factory systems. Driven sometimes by indifference or ignorance, sometimes by greed, sometimes by harsh necessity, many parents sent their children of ten years old and younger to labor night and day in sweatshops and mills. There seemed to be little concern on the part of the community for the welfare of children and youth.

But there were people who cared, discerning people who quickly gave their support when Alice McLellan Birney and Phoebe Apperson Hearst put their cherished dream to the test by calling the First Congress of Mothers. On February 17, 1897, thousands answered the call, so eager were they to have a share in this visionary yet practical undertaking to improve the climate of childhood.

Before the First Congress had come to a close, a group of delegates suggested that the work of the Congress be extended by organizing state branches and local associations. That same year saw the formation of the first branch, the New York State Assembly of Mothers. Since then, one by one, state branches have been organized by other parents and teachers because they, like the Founders, cared what happened to children. Today fifty-two branches of the National Congress of Parents and Teachers are sustained by millions of P.T.A. members who every year add more chapters to an illustrious record of achievement.

To translate caring into good deeds requires knowledge of need and boundless energy and enthusiasm. This truth Mrs. Birney, our first president, knew full well. During her first term of office she spent weeks in traveling, conferring with leaders of mothers' clubs, welfare institutions, day nurseries, and social settlements, giving and seeking information. She not only enlisted help for the new parent-teacher organization but extended a cooperative hand to agencies with related programs. She designed a pattern of service that has been continued through the years by national and state presidents and their fellow workers as they promoted the P.T.A. Objects.

Think back in imagination, please, to 1897. Recall the modes of travel, the lines of communication, the scattered cities and villages. Measure the courage required for Mrs. Birney and the other early leaders to promote this unheard-of P.T.A. idea. Think of the social impact of their achievements. Succeeding leaders too, as they went about the business of the parent-teacher organization, have determinedly pushed aside obstacles, intensifying their efforts to consult, to learn, to cooperate, to devise, and to act. It is not only from her desk in Chicago that Mrs. James C. Parker coordinates the activities of the nation-wide Action Program, "Strengthening the Home, Source of Our Nation's Greatness." She travels to committee and council meetings to represent the parent-teacher organization. She meets with cooperating organizations and agencies to speak for it. In every way and at every opportunity she carries its message and extends its helping hand.

Service is our P.T.A. pattern—service to the limits of our opportunities. Making this pattern fit today's needs is our responsibility and our challenge.

The good deeds of the past and the present provide springboards for meeting the needs that are still unprovided for. Though children's needs are not the same today as they were yesterday, they are no less urgent. To meet these needs with significant deeds, we must (1) inform and strengthen leadership; (2) bring new units into Congress membership; (3) open and maintain lines of communication in our own organization and with cooperating organizations; and (4) tell our story often and well. These important activities are extension services, and they are financed with our Founders Day gifts.

TO THE P.T.A. PRESIDENT

● Please share the materials on these pages with your Founders Day chairman so that you may begin now to plan your 1961 observance of Founders Day. Future issues of the *National Congress Bulletin* will also provide Founders Day information and insight.

Mrs. H. Cecil Baker

At your Founders Day observance make sure your members and guests know the purposes of their Founders Day gifts and their relation to P.T.A. progress in your community and state. Explain, too, that half of your gift is used by your state congress for extension services within your state; that the other half goes to the National Congress and ultimately is returned to states and communities in a broad national program to strengthen the P.T.A. circle of caring.

Although February, our anniversary month, is bright in our memories, it is often dark and rainy so far as the almanac is concerned. We can't blink the fact that a characteristic February storm may arrive on Founders Day itself. But to P.T.A. members this possibility is just another challenge—a challenge to make our Founders Day promotion so appealing and our Founders Day program so vital that we can win large and enthusiastic audiences whatever the weather.

Learning about the P.T.A. should be ". . . like climbing a tower: the view half way up is better than the view from the base, and it steadily becomes finer as the horizon expands." May your Founders Day observance thus expand the view of parents and teachers serving children and youth for the betterment of communities and the nation.

Mrs. H. Cecil Baker, *Chairman Committee on Programs and Founders Day*

Our 64th Year Begins with FOUNDERS DAY—1961

FOUNDERS DAY, February 17, commemorates the day when the P.T.A. idea took on the force and vitality of a nation-wide movement. For it was on that day in 1897 that some 2,000 persons came to Washington, D. C., to discuss "questions most vital to the welfare of children and the manifold interests of the home." They came in response to the call of Alice McLellan Birney and Phoebe Apperson Hearst.

In 1910, thirteen years later, Mrs. David O. Mears, one of the original members of the First Congress of Mothers, suggested that Founders Day should always be observed as a significant anniversary by the National Congress—and by everyone concerned with the needs of children and youth. Each year since then, P.T.A. members have honored the Founders for their vision of the great good that could be accomplished through a partnership devoted solely to children. And, through the Founders Day gift, they have helped to ensure ever stronger and more effective local, state, and national parent-teacher action for children.

Founders Day activities have three objectives:

1. To honor our Founders by reviewing their achievements:

> We pay tribute to our Founders in order to gain a clearer understanding of the vision and zeal that inspired them. As we review their achievements, we can appraise more effectively our own programs of work in the local parent-teacher association and assess our plans for the days and years ahead.—*Parent-Teacher Manual.*

Everywhere P.T.A.'s are busy with membership enrollments to build up the memberpower they need for expanding and improving their program of action. Both "old" and new members will find inspiration for sharing P.T.A. responsibilities as they gain understanding of how local, state, and national efforts have enriched the lives of children over the years.

2. To enlarge membership and public understanding of the parent-teacher movement and how it contributes to community stability and enrichment:

FOUNDERS DAY is an opportune time, second only to Membership Month, for the P.T.A. to interpret its program to the public—to build the warm understanding and receptive attitude that are so necessary for carrying on an effective P.T.A. program.

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3. To encourage each P.T.A. member and each Founders Day guest to give a birthday gift, to be used for extending the program of the parent-teacher organization:

BIRTHDAY GIFTS to honor the Founders and others who have contributed to the success of our organization are an essential part of every Founders Day program. They should, of course, be free-will offerings, made by people who understand how their contributions will be used. *A responsibility of P.T.A. leaders, therefore, both before and during the Founders Day meeting, is to lay the foundation of understanding*—to help P.T.A. members and their guests realize the far-reaching effects of a gift that will be divided equally between their own state congress and the National Congress in concerted activities to enlarge the scope of P.T.A. service.

The Founders Day offering helps to make possible such extension work as state and national field services, organization of new P.T.A.'s, contacts with educational groups, and setting up and maintaining state and national channels of information through which P.T.A.'s get help in promoting their programs and activities.

Each year experienced state and national congress representatives and field staff members:

> Attend state conventions and other parent-teacher meetings to interpret the Action Program of the National Congress; to ensure unity in all phases of work; to maintain elose relationships between state and national administrations and the membership.
>
> Work with other educational organizations, professional associations, government agencies, colleges and universities to publicize and explain the parent-teacher idea and program; to share interests, information, and efforts—action that often leads to surveys, studies, and pilot projects that guide P.T.A. members to even greater achievements.
>
> Carry on leadership institutes and workshops at national, state, district, and council levels; assist with conferences and courses for prospective teachers at teacher education institutions; bring information and inspiration to parent-teacher leaders and prospective leaders.

Every year P.T.A.'s choose thousands of men and women to step up to positions of responsibility as officers and committee chairmen. It is then up to the new leaders to provide the vigorous, informed, democratic leadership that characterizes successful P.T.A. action.

Realizing the challenges these P.T.A. leaders face, the state and national congresses set up a wide range of training opportunities and provide expert help and guidance. As the organization grows, this extensive program becomes ever more important: Larger memberships not only need more leaders but also have more potential leaders who need training. Equipping P.T.A. leaders with knowledge of their organization—its Objects and their meaning, its principles, its policies and practices, its bylaws—enables them in turn to guide members into widening areas of P.T.A. concern.

To make this broad extension program available, both the state congresses and the National Congress rely heavily on the annual Founders Day gift. *(Continued on page 4)*

THE FOUNDERS DAY PROGRAM

A FOUNDERS DAY PROGRAM that reflects the true spirit of the occasion will be so significant and inspirational that it will live on in meaningful benefits. Because it offers a once-a-year opportunity, each moment should be used for advancing toward well-defined goals.

Your P.T.A. has a vital story to tell. To tell it creatively and with purpose, you will need to set up a strong committee and *begin work early*.

Take time to appraise local, state, and national resources and to make effective use of them.

Take time to study and to perfect the program and the gift-giving techniques.

Plan, of course, to review past achievements but keep in mind that the looking-back is only a means to a better view of today's and tomorrow's broader avenues of service.

Plan to arouse enthusiasm by accenting the important part your P.T.A. plays in a great national program that is pledged to safeguarding the welfare of every child and youth.

Plan to dramatize your ideas with the use of some light touches, music, and color—for example, perhaps in costumes or decorations.

Plan for *an evening meeting*, for at this time fuller participation is possible.

Plan to provide an atmosphere of warm hospitality.

Plan enthusiastically and with originality.

A JOB FOR EVERYONE

MANY PARENT-TEACHER successes back up a basic P.T.A. belief: When an entire group has a clear idea of the goal it is seeking and works collectively to reach it, much can be accomplished. Therefore, for Founders Day:

Make a special point of providing for wide membership participation—teachers, school administrators, fathers and mothers, youth members of P.T.S.A.'s—in planning, promoting, and carrying out the program.

Work closely with other chairmen—for example, audio-visual services, radio and television (if this activity is not included with audio-visual services), publicity, membership, cultural arts, hospitality, room representatives. Indeed, this list might well include all P.T.A. chairmen, so broad is the scope of the Founders Day observance.

Call on your council representatives and district officers, your state congress, your National Congress, your school administrators, cooperating agencies and organizations, distinguished citizens in the community, former P.T.A. officers and members, professional and lay leaders—everyone and every organization that can contribute from unique funds of knowledge and understanding.

Strengthen the link between the program and the community by cooperating with community youth-serving and character-building agencies—such groups as the Boy and Girl Scouts; Camp Fire Girls; 4-H clubs; Future Teachers, Future Homemakers, and Future Farmers of America.

LEARNING AND DOING

EXPLORATION of parent-teacher materials, which may be as near as your P.T.A. bookshelf or be easily ordered, will provide a wealth of information for the Founders Day project. Publications that offer not only guidance but inspiration and insight are listed on page 8. Use these in addition to the material in your *Parent-Teacher Manual*, pages 207–10.

PROGRAM SUGGESTIONS

YOU'LL BE GLAD to hear that this year there will be a feature article on Founders Day programs in the *National Parent-Teacher: The P.T.A. Magazine* for January. This article, written especially for Founders Day program planners, offers you a new and different approach to the important annual job of creating a memorable Founders Day program. We think you'll find it an unusually appealing approach—one that could win fame for the planners and good fortune for P.T.A. projects in your community. So as you start collecting suggestions and thinking up ideas of your own, bear in mind that you won't want to wrap up the package before you've added these special treasures from your official magazine.

Here are some ideas to start you off. All of them may be adapted to local situations, singly or in various combinations. Or they may simply furnish the spark for kindling other appropriate ideas.

• Members of the National Congress' first Board of Managers on the porch steps of the Birney home in Washington, D. C. Alice McLellan Birney, first president of the Congress, is seated fourth from the left.

Reviewing Achievements

Present a review or pageant that highlights national, state, and local achievements during the past year. It might be based on "Milestones Along the Way," combining local items with material from the December 1958 issue of the *National Congress Bulletin.*

Present an original skit on "P.T.A. Achievements—Past, Present, Future."

Have a panel, composed of the present and past P.T.A. presidents and other officers, discuss and answer questions about the purposes of the organization and of Founders Day; who the Founders were; when, where, and why your National Congress was founded; how the local unit and its state congress are related to the National Congress; the P.T.A. emblem and what it means; what the organization has done and can do for children.

Prepare a list of your P.T.A.'s achievements to distribute to the Founders Day audience. Invite the audience to share in a discussion of these achievements, and send lists to members who do not attend the meeting.

Display exhibits at your meeting that show your accomplishments in such areas as parent and family life education, health, safety, legislation, juvenile protection, school education.

Cooperate with local youth groups in putting on a short pageant illustrating how you have worked together through the years.

Invite representatives of local service agencies and organizations to give brief histories of your cooperative efforts and their benefits to the community.

Paying Tribute

● Founders Day is an ideal time to say thank you not only to the Founders but also to local presidents and other leaders who have paved your P.T.A. way.

Hold a special little ceremony, ask the honorees to take part in the day's program, or introduce them as platform guests.

Confer the honor of state or national life membership on persons who have faithfully served the community and its children. As you present the memberships to them, stress what they have accomplished.

Give a special "tribute to the teachers" to underscore their contributions to your school and community. If tangible expressions of thanks are to accompany the verbal, consider the appropriateness of National Congress key chains, Objects bookmarks, carefully prepared scrolls, subscriptions to the *National Parent-Teacher: The P.T.A. Magazine.*

Looking Forward

Have members prepared to read selected paragraphs from the "needs" sections of the Action Program, *Strengthening the Home, Source of Our Nation's Greatness,* and to discuss how your P.T.A. is now meeting these needs and what it plans to do about them in the future.

Discuss those of the recommendations made by the White House Conference on Children and Youth that are particularly relevant to your parent-teacher program. Explain how you plan to implement the recommendations.

Hold a "model" study-discussion group meeting in which you use a pertinent *National Parent-Teacher* article to launch conversation about needed projects. For example, "Education with Insight and Foresight" (September 1960) might well serve as a basis for discussion of education needs and how the P.T.A. can help to fulfill them.

Present a round-table session in which high school students and their teachers and parents talk about a youth code—one they have prepared and established, one they are working on, or one they need. Such a discussion could highlight many P.T.A. services.

Use one or both of the approaches mentioned in the last two paragraphs under "Reviewing Achievements" to focus interest on the possibilities that lie in future cooperation.

Aid some of your proficient photographers as they take a series of slidefilms (showing many children) that illustrate community needs. Assign each slide to one or two persons for an explanation as it's projected on a large screen, and then open the discussion to the audience.

Exhibit and distribute state congress and National Congress publications that point out various ongoing parent-teacher services.

● A comprehensive picture of state and national extension activities as they were carried out last year will appear in the November *National Congress Bulletin.*

● A week-long workshop at New Mexico Western College gives new P.T.A. leaders information and ideas for their coming year's work. The Founders Day gift provides part of the funds required for such extension work as this.

Providing for the Birthday Gift

● "Let us give [our Founders] the best of all possible gifts —the assurance that the dream they cherished will not 'perish from the earth' while parent-teacher associations are here to protect it."—MRS. JAMES C. PARKER, *president, National Congress of Parents and Teachers.*

Emphasize that the Founders Day gift is a birthday gift for every child everywhere.

Explain how the gift is used and how every community benefits from it.

Invite everyone to share in the gift, to contribute to it as he is able.

Provide an interesting and inviting, perhaps even amusing, way of receiving the gift. (A "box at the door" is not too effective as a rule.)

Send your gift promptly to the state congress, either to the state treasurer or to the state office—whichever the state congress specifies.

(Continued on page 6)

FOUNDERS DAY PUBLICITY

IF YOU WOULD get your Founders Day program into rapid orbit, launch and keep it in action with a carefully laid, vigorous, and interest-rousing publicity campaign.

"What we accomplish depends to a great extent on how well others understand our goals and how well we understand [the community's] attitudes toward our endeavors. . . . The P.T.A. can reach its goals only with the assistance of all the people in the community." These words might well have been written about the Founders Day program; they come, however, from *P.T.A. Public Relations: A Publicity Handbook,* a National Congress booklet that was written for the purpose of helping you interpret "the P.T.A. to the public, in order to win understanding and support for its goals and programs." It can help you chart the most direct routes to successful promotion, including ways of approach through the press, the radio, and television. (See page 8.)

Start plans early, and with your publicity and audio-visual services chairmen, work out details for the widest possible publicity coverage by all available media—newspapers, radio and TV, newsletters, exhibits, mayoral proclamations, posters, and so forth. Make sure everything you prepare gives the date, time, and location of your meeting and emphasizes that the public is cordially invited to attend. *Organize your ideas and write them down,* making copies for all cooperating committee members.

Get the cooperation, too, of every member of your P.T.A. Each of them has an important stake in the outcome of your Founders Day program.

NEWSPAPERS

ASK THE PUBLICITY CHAIRMAN to help you prepare features, releases, and fillers. Remember that newspaper editors want *news,* and *news with appeal.* Tie your Founders Day story closely to *current* activities—local, state, and national. You might tell the story of:

The parent-teacher extension services provided by the Founders Day gift and how they apply to your state and community. (Your state program and Founders Day chairman might help you get last year's facts about the program in your state.)

How your P.T.A. is carrying forward one or two of the programs initiated by the National Congress, such as the continuous health supervision of children from birth through high school.

What the P.T.A. means to your community, based on interviews with school administrators, teachers, other local leaders.

Plan to put exclamation marks on your Founders Day efforts by following up the program with more good publicity:

Quote significant comments made by speakers and panel members.

Stress the P.T.A. services for children that were discussed in the program.

Give bright, human-interest descriptions of program features.

Ask the newspaper about the use of photographs. It might send a photographer to your meeting (*at a specified time*) or ask you to furnish the action shots.

RADIO AND TV

WORK WITH your audio-visual services chairman and the local radio and TV station managers. Find out the programing possibilities for a community service organization and inquire whether the station makes public service time available. Ask for suggestions and instructions.

Furnish carefully timed scripts for spot announcements.

Arrange for a broadcast that centers on P.T.A. goals and achievements. For example, present an original script illustrating how current state and local parent-teacher activities carry the Objects forward; a panel or question-answer discussion by P.T.A. leaders and members and high school students; an interview in which a P.T.A. leader and a station commentator discuss community-P.T.A. relationships.

EXHIBITS

CALL ON talented P.T.A. members to help you prepare informative and eye-stopping displays for the school, the P.T.A. meeting room, windows in downtown and neighborhood stores, the public library, office buildings. Colorful posters and mounted assortments of Congress publications will help you invite attendance to your Founders Day meeting, draw attention to Founders Day goals, and tell the story of P.T.A. activities.

NEWSLETTERS

SEND TO each member's home a cordial invitation to the Founders Day meeting together with a brief but vivid description of its purposes. Do it with a P.T.A. newsletter or with a "personal" letter to bring the whole family out to participate in the Founders Day observance.

TAKE-HOME MATERIALS

PUBLICITY released *at* the meeting also can help to prolong general interest in your P.T.A. As members of the hospitality committee greet or say good night to members and guests they might distribute:

An attractive mimeographed message in which the purposes of the Founders Day program and the gift are concisely explained.

Lists of achievements, which also point out how they have implemented the Action Program.

Reminder copies of some of the publications listed on page 8.

NOTE: If your telephone company offers taped weather reports, query the possibility of having a jiffy Founders Day announcement coupled with the report for a week or so. The announcement should be brief and should call for action—for example, "Come and help us celebrate the P.T.A. birthday [with date, time, and place]."

OUR EMBLEM

THE EMBLEM of the National Congress of Parents and Teachers is the oak tree, the trunk of which represents the national organization; the main branches, the state congresses; the small limbs, the districts and councils; the twigs, the local associations; and the leaves, the individual members. Each in turn draws its life from the parent tree. The emblem represents a definite pledge of service and protection to childhood and youth.

FITTING FOR FOUNDERS DAY

HERE ARE some accessories that will enhance your Founders Day promotion and your program. They may be ordered from your state congress or from the National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois.

OBJECTS BOOKMARK—This fabric bookmark, on which the P.T.A. Objects are woven with blue and gold threads, is useful for programs, favors, invitations, and greetings. Comes in two forms: mounted on an attractive all-purpose greeting card, enclosed in an envelope suitable for mailing (25 cents each), and mounted on a blue card without envelope (12 cents each).

OBJECTS CHART—On this blue-bordered chart (26 x 39 inches) the P.T.A. Objects are printed in large, legible type. Especially fitting for Founders Day meetings and in Founders Day displays. Price: 20 cents each.

P.T.A. SEALS—Blue and gold seals bearing the insigne of the National Congress add dignity and beauty to anything they adorn. Use them to carry out the spirit of Founders Day on programs, bulletins, place cards, and other materials for distribution. They come in four sizes: 5/8 inch ($2.50 a thousand), 1 3/8 inch ($3.00 a thousand), 3 inches ($1.00 a hundred), and 5 inches ($1.50 a hundred).

Also appropriate for Founders Day place cards and programs is a blue, black, and gold seal, 1 3/4 inches in diameter, showing the headquarters building. Price: 50 cents a hundred.

KEY CHAIN—The key chain medallion bears the seal of the National Congress on one side and a relief impression of the National Headquarters on the other. Key chains make thoughtful gifts for your Founders Day honor guests.

Prices:

Bronze, 75 cents each.

Sterling silver, $1.75 each.

OUR FOUNDERS

"Let mothers, fathers, nurses, educators, ministers, legislators, and, mightiest of all in its far-reaching influence, the press, make the child the watchword of the day and the hour."
—Alice McLellan Birney

Mrs. Birney

Mrs. Hearst

ALICE McLELLAN BIRNEY, who stirred the nation with her bold idea of a National Congress of Mothers, was born October 19, 1858, in Marietta, Georgia, of Scottish-English parentage. After receiving her early education in a private school—public schools were far from numerous then—she attended the Atlanta high school and Mount Holyoke College. She was fortunate in growing up in a home of intelligence and culture, where her naturally thoughtful habit of mind was continually strengthened by broad and skillfully directed reading.

Alice McLellan married Alonzo J. White of Charleston, South Carolina. Just a few years later he died, leaving her with the sole responsibility for a little daughter. Several years later she married Theodore W. Birney and moved to Washington, D. C., where their two daughters were born.

Mrs. Birney had the full sympathy and cooperation of her husband in her great aspiration to build a better world for children. This plan she brought before the public in 1895 at Chautauqua, New York. The following year she had an opportunity to explain her great idea to members of the General Federation of Women's Clubs, who greeted it with lively interest. Then, in 1897, she met Phoebe Apperson Hearst, who helped her transform the plan from an ideal into a lasting reality. Together they founded the National Congress of Mothers —later to be called the National Congress of Parents and Teachers. It was a success from the very beginning.

The same year that the organization was founded—1897—Mr. Birney died, but Mrs. Birney, a woman of resolution as well as of vision, carried on despite her grief. She served as president of the new organization until five years before her death in 1907, in Chevy Chase, Maryland.

PHOEBE APPERSON HEARST was born December 3, 1842, on a farm near St. James, Missouri, the daughter of pioneers who had come from Virginia and South Carolina. At the early age of seventeen she took her first teaching position, in St. James, where she had received her childhood education. From this early teaching experience she built a lifelong dedication to the well-being of children.

Phoebe Apperson married George Hearst of San Francisco, California, who was interested in gold mining and who eventually built up a fortune from this source. Their only child was William Randolph Hearst.

Mrs. Hearst was attentive to all needs and phases of education but was especially concerned about the need for providing school training for young children. Her name is prominently connected with the founding of the kindergarten system in this country. She herself provided the means as well as the initiative for establishing several kindergartens. She continued to cooperate wherever possible in this pioneer endeavor until shortly before her death in 1919.

OUR OBJECTS

- **To promote the welfare of children and youth in home, school, church, and community.**
- **To raise the standards of home life.**
- **To secure adequate laws for the care and protection of children and youth.**
- **To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.**
- **To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.**

THE 1960 FOUNDERS DAY GIFT

State	Number of Units	Amount*
Alabama	877	$ 612.13
Alaska	62	53.90
Arizona	301	504.43
Arkansas	648	1,550.02
California	4,097	16,984.13
Colorado	610	870.32
Connecticut	604	478.00
Delaware	96	8.00
D. C.	125	35.95
Florida	1,012	3,488.95
Georgia	1,059	3.665.01
Hawaii	192	319.80
Idaho	349	856.90
Illinois	2,551	2,631.35
Indiana	1,170	1,802.70
Iowa	789	1,457.12
Kansas	795	1,543.42
Kentucky	787	1,948.45
Louisiana	431	988.29
Maine	430	133.32
Maryland	657	554.34
Massachusetts	942	681.06
Michigan	2,181	2,195.36
Minnesota	1,075	781.34
Mississippi	409	422.36
Missouri	1,645	3,742.68
Nebraska	355	466.91
Nevada	112	304.18
New Hampshire	212	201.80
New Jersey	1,358	5,899.76
New Mexico	285	314.77
New York	1,950	2,217.61
North Carolina	1,224	2,305.56
North Dakota	450	384.36
Ohio	2,225	4,298.39
Oklahoma	764	724.64
Oregon	711	1,270.97
Pennsylvania	2,359	6,486.78
Rhode Island	241	630.96
South Carolina	450	557.16
South Dakota	293	464.68
Tennessee	1,269	3,344.97
Texas	2,784	2,215.07
Utah	460	420.08
Vermont	174	217.19
Virginia	970	1,617.54
Washington	1,300	1,127.25
West Virginia	1,421	1,055.31
Wisconsin	960	385.09
Wyoming	131	155.99
TOTAL		$ 85,376.35

*The complete Founders Day gift was $170,752.70. Half of it, as shown above, was forwarded to the National Congress. The other half was retained by the state congresses.

PUBLICATIONS *for Founders Day Chairmen*

● All National Congress publications, as well as publications of your state congress, can help you initiate, expand, and present forceful Founders Day programs. Congress leaflets available at quantity rates also make inexpensive but worthwhile take-home reminders. A comprehensive list of these leaflets and other Congress publications, the 1960–61 *Publications of Special Interest to P.T.A. Leaders and Members*, may be obtained without charge from your state congress or from the National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois. In the meantime, study your needs for the following, which are available from the same sources.

Membership leaflets—See the June–July 1960 issue of the "National Congress Bulletin" for titles, descriptions, and prices.

National Congress Bulletin—Provides essential news of the organization and progress reports of its activities. Also see Founders Day features in back issues: October and December 1958; January, October, and November 1959; and February 1960. (Some reprints of the October 1958 and 1959 issues still available free.) **Price: 30 cents a year, 10 issues. (One subscription, of course, is free to each P.T.A. in the name of its president.)**

National Parent-Teacher—All articles in this official P.T.A. magazine will help to add depth and meaning to programs centered on parent-teacher areas of interest. Each February issue presents the national president's annual Founders Day message. **Price: $1.50 a year, 10 issues. (Order directly from the National Congress.)**

New Hope for Audiences—Use this booklet and have high hopes for a participating Founders Day audience. **Price: 40 cents.**

Parents and Teachers as Partners—This information on how and when the P.T.A. partnership functions most effectively will help you emphasize the value of the Founders Day gift. **Price: 60 cents.**

The P.T.A. in the Local Community—An interesting P.T.A. story that can be used to advantage to explain the scope of P.T.A. work, why P.T.A. membership has soared, and why continued P.T.A. growth is essential to the welfare of all children. **Price: 8 cents each; 25 copies, $1.50.**

P.T.A. Public Relations: A Publicity Handbook—Tells how to build good will for the P.T.A. and gives step-by-step suggestions for handling publicity. **Price: 50 cents.**

Statement of Principles—Here are the principles that guide P.T.A. action to ensure for every child "an opportunity to live a full life, satisfying to himself and useful to his community." **Price: 40 cents for 100 copies; 1,000, $3.00.**

Strengthening the Home, Source of Our Nation's Greatness—This, your Action Program, will help you assess yesterday's achievements and plan tomorrow's action. **Price: 30 cents.**

Such Is the P.T.A. Story—An effective public relations aid, reprinted from the "National Parent-Teacher." **Price: $1.25 for 100 copies.**

Where Children Come First—A vivid and thrilling story of the parent-teacher movement. This 312-page paperbound book provides a treasury of interesting data that will enhance your Founders Day program. **Price: $1.25.**

Your P.T.A.—Quality in Quantity—Three messages from the national president explain the values to a P.T.A. member in the "big nickel" portion of his all-inclusive dues; how P.T.A.'s maintain autonomy as they unite efforts through their national organization; and the meaning of the "small card" each member carries. **Price: 5 cents.**

Founders Day pamphlets, which in past years were distributed to state congresses in sufficient quantities to provide one for each P.T.A., also contain many program ideas that might easily be brought up to date.

Please remember that your P.T.A. Founders Day birthday gift is sent to your state congress, either to the state treasurer or to the state office, as your congress directs.

LEGISLATION PROGRAM

of the

NATIONAL CONGRESS OF PARENTS AND TEACHERS

AS ADOPTED SEPTEMBER 1960 BY THE NATIONAL BOARD OF MANAGERS

1960–1961

OBJECT — "To secure adequate laws for the care and protection of children and youth."

—National Bylaws, Article II.

• The National Congress is concerned with basic issues that may lead to legislation affecting: (1) the welfare of children and youth in the fields of education, social and economic well-being, and child labor; (2) such environmental factors as radio, television, motion pictures, press, recreation, and safety education in its broadest sense; and (3) federal research agencies in education, health, juvenile protection, and homemaking. The Congress is vitally interested in legislation designed to promote world understanding and peace among nations. — *Policies and Practices.*

POLICIES

LEGISLATION action of the National Congress of Parents and Teachers is determined at all times by previously adopted legislation policies. These policies define the fields of legislation that are within the scope of the parent-teacher program. Only those specific bills that conform to these policies can become a priority item on the legislation program.

Each of the policies listed below, except the italicized part of 3,b, has been approved by at least **THIRTY STATE CONGRESSES** according to individual state procedure. (State congresses have the privilege of reviewing the program annually and should review it at least once during an administration.)

Any action must be based on the following policies:

1. Local Control

All federal child welfare legislation should include provisions that will ensure maximum local control.

2. Federal Grants-in-Aid Affecting Children and Youth

Federal grants-in-aid to states should be made through the federal agencies, and administered by state and local agencies most directly concerned with the subject involved.

3. Education

a. The free public school system should be maintained and strengthened. Education requires action at all levels of government: local, state, and national. When federal funds are involved, such monies should be channeled through the United States Office of Education to state and local departments of education and should be administered with maximum local control.

b. Education beyond high school should be encouraged, *and adequate support provided.*

c. The United States Office of Education should be established as an independent agency of government under the general direction of a federal board of education. This board should be composed of laymen appointed to long, overlapping terms and should have authority to appoint, and be advisory to, the United States Commissioner of Education.

4. Federal Support for Education

a. All funds appropriated by the federal government for the support of education within the states should go to publicly controlled, tax-supported schools only.

b. Federal funds should be appropriated for the purpose of increasing educational opportunity among the states, with provisions ensuring maximum local control and encouragement to the states to put forth their best efforts to equalize opportunities within their own boundaries.

c. Federal funds appropriated for education should be available for school libraries and for special programs for the education of handicapped children.

d. Federal funds appropriated for education should be used to provide, through the U.S. Office of Education, adequate programs of school health, health education, and physical fitness for children and youth.

e. Federal funds appropriated for education should be used for such programs of adult education as affect the welfare of children and youth.

f. All federal funds for vocational education should be channeled through the U.S. Office of Education to state departments of education, so that vocational and general education may be effectively integrated through state and local control.

g. Federal funds should be appropriated to give aid in the construction of public school buildings, after

approved surveys have been made. These funds should be:

(1) channeled from the U.S. Office of Education through state departments of education to the local units of administration;

(2) allocated so as to encourage states to set forth principles for equalizing the distribution of state and federal funds, giving special consideration to school administrative units with relatively low financial resources and to areas especially affected by rapid and substantial increase in school-age population.

h. Federal funds should be used to augment state and local support for schools in federally impacted areas.

i. The education of Indian children should be administered through state departments of education, with adequate federal appropriations that will help equalize educational opportunities with those of other American children.

5. Child Labor

Federal legislation should give necessary protection to child workers, with special emphasis on the establishment of (a) a basic minimum age of sixteen for employment; (b) a higher minimum age for employment in hazardous occupations; and (c) a minimum wage provision for minors.

6. Child Life Research

Adequate appropriations should be provided to the federal agencies having responsibility for child life research, so that those programs may be correlated and expanded.

7. Disposal of Surplus Materials and Supplies

Educational, medical, and recreational materials and supplies purchased but no longer used by the armed forces should be released to the proper public agencies—local, state, and national—for use in developing programs of education, health, and recreation throughout the United States.

8. Health

Equalized public health services and public health education opportunities should be provided for all children and youth.

Federal appropriations for maternal and child health services and services for crippled children should be continued.

9. International Relations

The National Congress of Parents and Teachers supports the United Nations, believing it to be the best available instrument for world peace.

We believe that we must work diligently for international cooperation by use of United Nations channels in order to achieve economic, social, physical, and spiritual welfare for all children and youth. Our immediate concern is a continued and expanded program for the United Nations Children's Fund (UNICEF).

We support in principle the work of the specialized agencies such as the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the Food and Agriculture Organization (FAO), the World Health Organization (WHO), and the Bureau of Technical Assistance Operations (TAO).

10. Juvenile Protection

Federal legislation should be enacted to assist in the implementation of state laws when environmental factors are involved in the safety and welfare of children and youth.

Federal funds should provide assistance to, and cooperation with, states in strengthening and improving state and local programs for the diminution, control, and treatment of juvenile delinquency.

11. Library Service

Public library service should be extended to all people on an equitable basis. Federal funds for public library service should be channeled through the U.S. Office of Education to state library agencies for use in promoting library service according to the pattern best suited to state needs.

12. National Defense

The security of our people and the peace of the world today require the maintenance of strong military forces and of a well-educated civilian population. In planning the strategy of the national security program it is important that the role of the schools be carefully considered. A major part of our national security rests upon our ability to prepare young people for the discharge of their military and civic responsibilities.

We favor the development of an adequate civilian reserve of manpower available for military service and the maintenance of a standing military force sufficient to deter aggressors. We urge that every effort be made to meet the personnel needs of the armed forces with the least interruption of high school and post-high school education of youth and with equity between in-school and out-of-school youth.

13. Postal Rates

We oppose legislation that would eliminate special rates for the mailing of library books and the special second-class mailing rates now available to nonprofit organizations such as the National Congress of Parents and Teachers.

14. Rural Services

We support the basic principle of equalization of education, recreation, and health services for children and youth in rural areas.

15. School and Community Services in the Nation's Capital

Adequate funds should be provided for school and community services in the nation's capital.

PRIORITY ITEMS

Proposed Action Based on Approved Policies

A NEW Congress **(the Eighty-seventh)** will convene in January 1961. Therefore no bills are pending. Local units should study these priority items and be prepared to take prompt action when requested by state chairmen of legislation.

Support for School Construction

The effective solution of problems caused by the acute shortage of classrooms for the nation's children requires action at all levels of government: local, state, and federal. The need for classrooms still exists despite the fact that states and communities are continuing to put forth maximum efforts to finance school construction.

The National Congress will continue to use its influence to secure terminal legislation that will provide financial support from the federal government to states to meet present needs.

Juvenile Delinquency—Prevention and Control

The National Congress will continue to support legislation to provide assistance to, and cooperation with, states in strengthening and improving state and local programs for the diminution, control, and treatment of juvenile delinquency.

International Relations

The United Nations Children's Fund (UNICEF) merits our constant concern. We shall work diligently to secure appropriations for UNICEF in order to ensure a continued and expanded health and welfare program for the world's children.

Child Labor

We oppose legislation that would weaken the protective child labor provisions of the Fair Labor Standards Act.

Appropriations for Certain Federal Offices and Agencies

a. Office of Education

b. Children's Bureau

c. Food and Drug Administration

d. Public Health Service

e. Institute of Home Economics, Agricultural Research Service

f. Federal Extension Service

g. School Lunch Program

h. Bureau of Labor Standards and Wage and Hour Division

CONTINUING CONCERNS

• In other years the priority items have included support by measures to abolish block booking and blind selling of motion picture films; support of the general trend toward grade labeling of products; support of legislation providing certain appropriations for the extension divisions of state universities and land-grant colleges; support of ratification of the child labor amendment; support of legislation to prohibit radio or television broadcasting of advertisements of alcoholic beverages, and opposition to legalizing of a national lottery.

FUNCTIONS OF FEDERAL OFFICES AND AGENCIES

The **U.S. Office of Education** conducts educational research, collects statistics, makes surveys, provides advisory services, and collects and disseminates information on education in the states, so as to make possible intelligent comparison and wise decisions on programs and operations. The Office administers federal funds available to the states for land-grant colleges, vocational education and rehabilitation, library services, and schools in federally impacted areas, and funds available through the National Defense Education Act of 1958.

The **Children's Bureau** has two assigned functions: (1) to investigate and report on the welfare of children and (2) to administer the federal grants to the states for child welfare services, crippled children's services, and maternal and child health services. The Children's Bureau, which is concerned with the children of all the people, has never ceased to recognize that the child is a part of a family and that each family is—or could be—part of a community.

The **Food and Drug Administration** protects the consumer (the family) by preventing the misbranding or adulteration of foods, drugs, devices, and cosmetics in interstate and foreign commerce. This agency is responsible for the policing of domestic narcotics.

The **U.S. Public Health Service** is responsible for a variety of activities, all of which have a direct bearing on the family and its welfare. These include port of entry examinations; supervision of medical services in federal penal institutions; operation of federal hospitals, such as marine hospitals in the larger ports, the drug addict hospitals in Fort Worth and Lexington, and the National Leprosarium; research and personnel training in the fields of mental health and chronic and communicable disease control; and the administration of grants-in-aid to states for such purposes as hospital construction and control of communicable diseases.

The **Institute of Home Economics in the Agricultural Research Service of the Department of Agriculture** conducts research on foods and nutrition, clothing and textiles, housing and equipment, and household economics. Through its research new knowledge is developed about efficient household management and ways

to make best consumer use of foods, fibers, and other products of the nation's farms.

The **Federal Extension Service** is the agency that, in cooperation with the land-grant colleges, brings the results of continuing research to the rural community, employing county extension workers who deal directly with individuals and voluntary organizations.

The **School Lunch Program** emphasizes the importance of a well-balanced lunch as part of a school program. Appropriation of funds for the School Lunch Program (Public Law 396) is part of the must legislation of the National Congress of Parents and Teachers. This program reaches the child both in the family and in the community.

The **Bureau of Labor Standards** and the **Wage and Hour Division** are both concerned with the development of sound labor standards. The Bureau's activities include the formulation of standards for youth employment and promotion of their adoption. This agency also conducts child labor and youth employment research. The Wage and Hour Division is charged with enforcement of the Fair Labor Standards Act, which includes regulations governing child labor in industries operating or producing for shipment in interstate commerce.

• Each of these federal offices and agencies is a force that provides services which strengthen the family as research and information involved are disseminated. In this manner there is a definite correlation between the work of the legislation committee and that of implementing the Administration Theme, "Strengthening the Home, Source of Our Nation's Greatness."

Tune in November 13

• "The Influential Americans" on Sunday, November 13 (CBS, 9:00 P.M. E. S.T.), will show how some of our schools are attempting to meet the demands for quality education despite their teacher shortages. Filmed sequences in the on-the-spot television report will illustrate experiments in the use of the services of gifted public school teachers, carried on in Newton and Lexington, Massachusetts; Evanston, Illinois; Jefferson County, Colorado; and the six-state area covered by the Midwest Program on Airborne Television Instruction.

√ CHECK YOUR CALENDAR

RIAL Month, November—Write to Religion in American Life, Inc., 184 Fifth Avenue, New York 10, New York, for materials devoted to the 1960 theme "Find the Strength for Your Life. . . Worship Together This Week."

American Education Week, November 6–12

Veterans Day, November 11

Children's Book Week, November 13–19

Child Guidance Week, November 27–December 4

Founders Day 1961, February 17

1961 National Congress Convention, May 21–24, Kansas City, Missouri

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Our Membership Goal: 12,000,001 memberships by April 15, 1961

Children's Book Week—November 13–19

THE NATIONAL CONGRESS statement on "Criteria for Book Fairs," recently revised, will be of special interest to P.T.A.'s that are planning book fairs.

• Book fairs in local communities should be developed jointly by the P.T.A., school and public libraries, and bookstores within the community.

• Selection of books should follow the standards recommended by professional librarians and the National Congress of Parents and Teachers.

• The practice of making books available for purchase at these fairs is not considered a violation of the noncommercial policy, if selections are not limited to one publisher or one store in the community (where there are several stores).

• The main purpose of a book fair is to bring a selection of good books to the attention of parents, teachers, children, and other citizens. Fund raising for the P.T.A. treasury should not be the objective of the book fair. Any book fair sponsored by the P.T.A. should follow the above criteria.

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A HELPFUL GUIDE in selecting children's books is *Let's Read Together: Books for Family Enjoyment,* compiled and annotated by a special committee of the National Congress and the Children's Services Division of the American Library Association. It is available for $1.50 a copy from the National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois, or from your state congress.

SERVE WHERE YOU ARE—JOIN THE P.T.A.